

**Student and On-Site Supervisor Manual
Internship, Practicum, and Field Experience**

**Higher Education Administration & Student Personnel
(HIED 6/76492)
Kent State University**

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Program Description

The Internship Program has been designed to provide a structure for the planning and implementation of internships, and to ensure high-quality experiences for students and other participants. Students enrolled in the Higher Education Administration and Student Personnel Program are provided with opportunities to participate in supervised, professional settings, in addition to those associated with a graduate assistantship. These experiences provide for the integration and practical application of theory and methods gained through the formal program of study and allow for development of professional competencies that enhance personal and professional growth. Also, the internship provides on-the-job experiences of reasonable depth and length to strengthen qualifications and broaden the range of career alternatives for the student.

In the internship, there are four primary participants: 1) the Student, 2) the On-Site Supervisor, 3) the KSU Instructor, and 4) the Internship Coordinator.

Student: The Student is a graduate student enrolled in the Higher Education Administration and Student Personnel program at KSU and registered for either HIED 66492 (Master's students) or HIED 76492 (Ph.D. students). He or she has primary responsibility for constructing the internship experience, completing the internship, and providing evidence of having met the learning objectives required for academic credit. Specific responsibilities are outlined below.

On-Site Supervisor: The On-Site Supervisor is an experienced professional administrator actively employed at a college, university, or other higher education organization site. He or she is responsible for working collaboratively with the Student to design the experience, supervising and mentoring the Student throughout the term, and providing to the Student and Instructor both verbal and written constructive feedback and evaluation of the Student's performance. Specific responsibilities are outlined below.

Instructor: The Instructor is the KSU faculty member of record for the course. He or she reviews and approves the application and proposal plan as indicative of a potentially successful internship. The instructor receives all documentation from the Student and On-Site Supervisor throughout the term, and monitors progress through these documents and a mid-term site visit. It is the Instructor's responsibility, in consultation with the On-Site Supervisor, to assign and submit a final grade of S (satisfactory) or U (unsatisfactory) by the university grading deadline. The Instructor also is available to both the Student and the On-Site Supervisor for discussion and support throughout the term.

Internship Coordinator: The coordinator is a member of the Higher Education faculty who holds the primary responsibility to identify internship sites, evaluate prior sites, approve applications prior to the beginning of the semester, and assign students to KSU Instructors. Students may register to work with a particular instructor as listed in the Schedule of Classes, but the Internship Coordinator reserves the option to reassign a student to a different instructor, in order to evenly distribute students among instructors and to limit driving time.

Faculty supervisors for HIED 6/76492 include:

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 Dr. Stephen Thomas, HIED Internship Coordinator, 401-K White Hall, Kent State University, Kent, Ohio 44242; 330-672-0654; sbthomas@kent.edu.

Objectives

- 1) To provide structure for supervised professional internships that include both learning and practice of increasing complexity and involve working directly with administrators, staff, and students in a higher education setting;
- 2) To provide resources that will help develop and refine competencies compatible with the academic and professional goals of the Student, in consultation with his or her Instructor and the On-Site Supervisor;
- 3) To provide experiences that will clarify and broaden professional career alternatives for the Student;
- 4) To establish a teaching and learning environment in which the On-Site Supervisor assumes a teaching role, encouraging the Student to experience and be

- adequately instructed in pertinent aspects of the functions, responsibilities, and relationships of the internship site and various personnel involved in these activities;
- 5) To provide the student with opportunities for the establishment of professional relationships with administrators in higher education and student affairs settings; and
 - 6) To ensure that supervised experiences are conducted under established professional ethical practices and that participants are provided with support for resolving concerns or questions during the internship.

Guidelines

Internships are supervised professional experiences involving a significant learning relationship between a Student and an On-Site Supervisor in which a Student may begin with limited knowledge and experience in a professional area and be allowed to orient to, participate in, and take responsibility for professional activities progressively over the course of the term. The internship must provide new experiences to the Student and not be a simple continuation of work done in a graduate assistantship, paid job, or previous internship. A great deal of latitude is provided for a Student and an On-Site Supervisor to design a set of learning experiences, but experiences should 1) be agreed upon at the outset of the internship through the use of the Internship Plan, 2) be approved by the Instructor, and 3) place primary importance on meeting the learning needs of the Student. In exchange for supervision and teaching, the host site receives the benefit of the work product and enthusiasm of a Student.

The internship requires a total Student time commitment of not less than 150 hours. For fall and spring terms, students generally will work 10 hours per week during a 15-week term. In the summer term, weekly hours are adjusted to complete the 150 minimum required hours. The time commitment of 10 hours per week may not be scheduled in one day. While consistently working above the 10 hours per week is discouraged, it is recognized that some experiences have special opportunities that culminate in projects that consume a large number of hours in a short period of time (e.g., weekend orientation, admissions processes). If the student chooses to participate in these activities, the total number of hours should not be strictly deducted from the 150.

The Internship should be scheduled to begin at or within a couple of weeks of the beginning of the academic term for which the Student is registered for the course. If the experience is to begin prior to the first day of classes, approval must be acquired from the Internship Coordinator.

Because the summer term is compressed, students often find that completing an internship while taking courses and pursuing paid employment is untenable. Those who wish to take on such a summer term load must have their plan approved by the Internship Coordinator well in advance of the summer in question.

Generally, internships are not paid experiences. However, some formal summer internship programs sponsored by professional associations include stipends and other support, and some local sites are able to cover some costs (e.g., tuition, conference attendance, or parking fees). A student may ask the On-Site Supervisor about any additional financial or logistic support before the internship begins so that both parties

are clear about the arrangements; however, students generally should expect to cover their own costs associated with the experience (e.g., transportation, professional attire.)

Students enrolled in the Master's degree program in Higher Education Administration and Student Personnel are generally required to complete two internships for credit and may participate in as many as four. Students earn three graduate credit hours for each internship satisfactorily completed. Doctoral students are not required to enroll in internships, but may do so as electives. Students are advised not to schedule more than one internship experience per term. However, students are not permitted to register for more than two internships in any term.

Site and Application

Students are welcome to consult with the Internship Coordinator about site selection and the availability of sites actively seeking interns. The internship fair, held every fall term, also should prove helpful in identifying possible sites and in acquiring contact information to set future interview days and times. After adequate exploration of alternatives, the Student should select his or her site and On-Site Supervisor.

Once a site and On-Site Supervisor have been selected, the Student must complete a Internship Application form with signatures. The Application is to be submitted no later than the class meeting during the first week of classes, but may be submitted to the Internship Coordinator as early as two months before beginning the term.

The Internship Plan

The Student and the On-Site Supervisor jointly construct the plan. The exact procedures for developing the plan are left to the discretion of the On-Site Supervisor keeping in mind the following:

- 1) Developing the plan is a collaborative project between Student and On-Site Supervisor.
- 2) The learning and professional development needs of the Student are to be reflected in the plan.
- 3) Both the On-Site Supervisor and the Student must agree to the submitted plan, as indicated by their signatures on the cover page. This plan is subject to approval by either the Instructor or Internship Coordinator (if submitted prior to the beginning of classes).
- 4) The Plan also is to be submitted no later than the class meeting during the first week of classes, but may be submitted to the Internship Coordinator as early as two months before beginning the term. The Instructor or Coordinator will review the plan and communicate approval or need for revisions within two workdays. Students are discouraged from continuing the internship until the plan has received approval.

By design, there are few guidelines for developing individual experiences--this is to provide an experience that reflects the individual learning goals and professional needs of the Student as well as the program and activity needs of the site.

The Student and the On-Site Supervisor should each retain a copy of the plan. Significant revisions to a submitted plan also must be forwarded to the Instructor or

Internship Coordinator for approval, with copies retained by the Student and the On-Site Supervisor.

The plan, in APA form, should include the following sections:

- 1) Cover Sheet
 - a) Student name;
 - b) Location (office, institution, and address);
 - c) On-Site Supervisor name, title, phone number, and e-mail address; and
 - d) Signature lines and signatures of the Student and On-Site Supervisor.
- 2) General Description
 - a) Introductory statement;
 - b) Description of where and how this experience fits into the Student's degree program and career plan (e.g., exploring a new area, experiencing a new type of institution, learning or refining specific skills); and
 - c) Description of purpose and list of learning objectives for the internship.
- 3) Specific Activities & Special Projects
 - a) On-going activities & Projects (e.g., meetings, regularly-scheduled tasks, publications, programs)
 - i) Describe each planned on-going activity or project;
 - ii) Describe how each relates to the objectives of the internship; and
 - iii) Describe for each what skills or knowledge will be required, what skills or knowledge are currently held by the Student, and what skills or knowledge will need to be developed and how.
 - b) Assessment and Record-keeping
 - i) Describe how the activities and projects, as well as the performance of the Student, will be assessed;
 - ii) Describe what records will be left by the Student upon departure.
 - c) Provide a weekly schedule of hours at the internship site and a list of the dates of any major events or deadlines.

Evaluation and Documentation

The Student and On-Site Supervisor should plan to meet weekly for progress updates and formative evaluation. It is imperative that On-Site Supervisors provide timely, specific, and substantive constructive feedback throughout the semester, and are encouraged to share with students the processes of professional performance evaluation.

Two official written evaluations of the Student's performance by the On-Site Supervisor will be completed, one when 75 clock hours have been completed and the other at the conclusion of the experience. The forms include both quantitative and qualitative evaluations of the Student's performance. Completed evaluation forms should be shared with the Student before submission to the Instructor by the indicated deadline.

Progress also will be assessed during the Instructor's site visit, to be arranged by the Student to occur sometime after the 50-hour mark. The Instructor will meet with the Student and On-Site Supervisor. Given that higher education students are involved in internships throughout the state, region, and nation, as well as around the world, the

institution may be so distant as to make an on-site visit by the Instructor unrealistic. Accordingly, KSU Instructors do not conduct visitations at institutions that are more than 100 miles (200 miles round trip) from Kent.

Documentation of successful completion of the internship must be submitted by the Student in the form of a journal and a summary paper. The journal should be an on-going record of daily or weekly tasks, accomplishments, questions, feelings, challenges, revelations, reactions, or modifications of the plan. *Students are strongly encouraged to maintain the journal daily or weekly, and not expect to complete it at the end of the term!*

The summary paper is the culminating assignment of the course. It should be separate from the journal and include, in APA form, the following sections:

- 1) Introduction;
- 2) Restatement of purpose and learning objectives (from the plan);
- 3) Discussion of how the experience met or did not meet objectives;
- 4) Self-assessment of initial and final professional skills, abilities, and interests;
- 5) Connections between the internship experience and past/present/future course work; and
- 6) Final reflections on the internship and plans for the future.

Students also are expected to submit a completed evaluation form, in which they provide information about the internship and the site for the use of the Internship Coordinator and future students.

Expectations of the Student

The Student is responsible for completing the following activities and assignments:

- 1) Submit a completed application form to the Instructor or Internship Coordinator no later than the first week of classes.
- 2) Submit a plan to the Instructor or Internship Coordinator no later than the first week of classes.
- 3) Attend the class meeting at the beginning of the term. This session is held during the first week of fall, spring, and summer terms.
- 4) Maintain a journal.
- 5) Ensure that the On-Site Supervisor has a mid-term evaluation form and has submitted it to the Instructor soon after completion of the 75th hour.
- 6) Coordinate the scheduling of the site visit of the Instructor.
- 7) Ensure that the On-Site Supervisor has a final evaluation form and has submitted it to the Instructor by the due date (for fall and spring, the Friday prior to finals week, and Thursday of Week 8 during Summer II).
- 8) Submit the journal, summary paper, and completed evaluation form to the Instructor by the Friday prior to finals week during fall and spring terms (Thursday of Week 8 during Summer II). The journal may be either daily or weekly and reflect on the activities engaged in during the period. **Beginning Fall 2014, students also are required to apply what they have learned in the classroom to what they are experiencing in the workplace. This may include applications of theory, questions**

regarding law or ethics, conflicts with what is perceived as “best practice,” and comments regarding course readings, as well as other possible applications.

Moreover, the Student is expected to do the following:

- 1) Provide the On-Site Supervisor with a copy of this manual and all necessary forms (available on VISTA or program website).
- 2) Communicate concerns or significant difficulties with the internship to the On-Site Supervisor, the Instructor, or both as soon as possible.
- 3) Maintain professional behavior standards at all times. Students should uphold the ethical standards of the profession of student affairs (see Resources) and/or other relevant professional codes as described by the On-Site Supervisor. Students are subject to the student conduct policies of KSU.

Expectations of the On-Site Supervisor

The On-Site Supervisor is a teacher and guide for the internship learning experience. As such, he or she should:

- 1) Have sufficient professional experience, time availability, office resources, and willingness to provide a Student with the necessary supervision;
- 2) Make the site selection interview as rigorous as an employment interview thereby giving the Student the chance to practice interviewing skills;
- 3) Hold a meeting with the Student to discuss and document expectations at least one week prior to the beginning of the experience;
- 4) Orient the Student to relevant professional and institutional norms, ethical standards, and policies;
- 5) Provide appropriate and timely formative and summative evaluation of performance;
- 6) Role model professional behavior; and
- 7) Contact the Instructor or Internship Coordinator if there are questions or concerns as to the appropriateness of the experience or if the performance of the Student falls below “satisfactory” levels.

Additionally, the On-Site Supervisor is responsible for the following tasks and activities:

- 1) Work with the student to complete the application form, including signatures;
- 2) Collaboratively design experiences, assist the Student in crafting a plan, and sign the cover page indicating approval;
- 3) Conduct two Student evaluations—mid-term and final. Please meet with the student to discuss the evaluations. The written evaluations should assess the level of performance of the Student.
 - a. The mid-term evaluation form is due to the Instructor following completion of the 75 contact hour. The mid-term evaluation should address the elements identified in the plan as well as general professional behavior and skills.
 - b. The final evaluation form is due to the Instructor by 5:00 p.m. of the Friday prior to finals week (Thursday of the last week of Summer II). It is the responsibility of the Student to notify the On-Site Supervisor of the specific due dates for the particular term.
 - c. We also request that you complete an evaluation of the Internship Program for our records (form available from the Student or online).

- 4) Schedule regular weekly meetings with the Student (especially early in the term) to ensure continuous feedback and review of the Plan.
- 5) Identify an appropriate work area and resources to be used as the Student's office during the scheduled blocks of work time each week.
- 6) Complete all forms on a timely basis.

As a guide for you as you discuss the creation of the plan, we suggest that experiences include opportunities to participate in the following:

- 1) Staff and interdepartmental meetings;
- 2) Planning meetings (e.g., staff development, program development, budget development and management);
- 3) Publication preparation or review (e.g., reports, manuals, bulletins, newsletters, handbooks, brochures, web sites);
- 4) Institutional research (e.g., projects in which assessment data are obtained and program reports and recommendations are made);
- 5) Policy development and implementation;
- 6) Interviews and conferences (i.e., areas directly related to the site);
- 7) Special projects or programs of appropriate levels of responsibility; and
- 8) Foundational administrative activities (e.g., routine office procedures of professionals including records maintenance, software use, periodical reading, routine reports).

Please Note: Any barrier to the successful completion of the plan that cannot be resolved by the On-Site Supervisor and the Student should be brought to the attention of the Instructor or Internship Coordinator.

On-Site Supervisor Guidelines for Evaluation of the Student

When completing the separate mid-term and final evaluation forms consider the following elements:

- 1) Assess the quality of performance of the Student.
 - a) Has the Student's overall professional performance met with your expectations?
 - b) Has the Student completed assignments/projects?
 - c) Has the Student developed professional relationships with other staff members?
 - d) Has the Student demonstrated the professional behaviors necessary for the required assignments (e.g., keeping time commitments)?
- 2) Provide feedback to the Student on his or her professional competencies.
 - a) What are the observed professional strengths of the Student?
 - b) What professional skills need further development?
- 3) Evaluate the professional experiences that the internship provided the Student and the activities in which he or she participated.
 - a) What impact did the activities have on the goals and direction of the department/office?
 - b) What professional skills has the internship provided the Student?
 - c) What interaction with other professionals has the internship experience required?

Please share your assessments and feedback with the Student, and provide him or her with opportunities for self-reflection. When completing written evaluations, provide the Student with an opportunity to view your comments and numerical evaluation and ask questions about them.

Grading

All materials must be submitted on time in the proper form. The Instructor will determine the final grade of S (satisfactory) or U (unsatisfactory), in consultation with the On-Site Supervisor, using the following criteria:

- 1) Evaluations by the On-Site Supervisor, including the site visit;
- 2) Attendance at the required class meeting (one meeting per term);
- 3) Submission of the application;
- 4) Quality of the plan;
- 5) Evidence of sufficient (quality and quantity) documentation in the journal;
- 6) Quality of the summary paper;
- 7) Submission of the evaluation; and
- 8) Timeliness and professionalism in the process of completing all requirements.

Because of the short turnaround between the due date for final materials and the grade submission deadlines, late materials may jeopardize the ability of the Instructor to submit a final grade, so please observe due dates. Grades of "Incomplete" or "In Progress" will be considered only in special circumstances and with the prior approval of the Instructor or the Internship Coordinator.

Have a good experience! Call either the Instructor or Internship Coordinator if you have any questions or concerns.

Important Dates to Note: (fill in for the term of registration)

- _____ **Term begins and Application DUE**
- _____ **Practicum Plan DUE**
- _____ **Class Meeting**
- _____ **Mid-Term Evaluation DUE**
- _____ **Site Visit, as scheduled**
- _____ **ALL FINAL PAPERWORK DUE**

Internship Application
Internship, Practicum, & Field Experience
Higher Education Administration & Student Personnel
HIED 6/76492

Date _____

Student's Name _____

Student's Phone # _____

Student's E-mail # _____

In which term are you planning to do the internship? _____

Internship Site (Name of institution): _____

Office Name _____

Building Name & Room Number (DO NOT PROVIDE A STREET ADDRESS—THE BUILDING NAME AND ROOM NUMBER ARE NEEDED):

On-Site Supervisor's Name _____

On-Site Supervisor's Title _____

On-Site Supervisor's Phone # _____

On-Site Supervisor's E-mail # _____

I agree to supervise the above named student in this internship according to the conditions identified in the Internship Manual.

On-Site Supervisor's Signature _____ Date _____

I agree to perform the agreed upon internship in the above named office according to the conditions identified in the Internship Manual.

Student's Signature _____ Date _____